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monograph will be of interest and value to those at all concerned with the general question of learning and particularly to those who are studying the question of development of skill. A brief but well-chosen bibliography is given.

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*Two Studies in Mental Tests.* CARL C. BRIGHAM. Princeton. Psychological Monographs, No. 1, 1917. Pp. 254.

I. *Variable Factors in the Binet Tests.*—This study reports results obtained by giving Goddard's 1911 revision of the Binet-Simon scale to 422 children below the seventh grade in the Princeton, New Jersey, Model School. It seeks to determine the influence of the personal equation of the examiners who gave the tests, the influence of grade training and sex differences, and the correlations of the individual tests with age. The four examiners had been trained in methods of psychological experimentation. Three of them studied the tests together and discussed their results at the close of the day's work in order to facilitate the acquisition of uniform methods. Regardless of these precautions, it was shown that one of the experimenters was unmistakably in error on some of the tests, scoring the girls more leniently than the boys. For the correlations, only such tests were used as were shown to be free from the personal equation of the examiners.

The correlations of the individual tests with grade were found to be higher than with age. This fact was taken as indirect evidence of the value of the tests as measures of intelligence. Some tests showed the effect of school training. No demonstrable differences between the sexes were shown, the cases of apparent difference being confused with age and with grade training. Dr. Brigham suggests that investigators who are to use the results for the standardization of age norms should use the complete method of experimentation, *i. e.*, of giving all tests to all children tested. Also, he says that the results should be so grouped as to show the absence or presence of grade training and sex differences.

II. *Diagnostic Value of Some Mental Tests.*—The purpose of this study was to determine the value of individual tests when used for the purpose of separating groups of different intelligence. Selected tests from Town's and Goddard's translations of Binet's 1911 scale and ten sets of supplementary tests as nearly independent as possible of language ability were used. One experimenter, Dr. Brigham, gave the tests to two groups of children in the schools of Trenton, New Jersey. One group was composed of normal children in the upper grades, and the other was composed of approximately 200 children in the special classes. The diagnostic value of the tests was the difference in the percentages of the two groups passing the tests. Some tests with high diagnostic value were: Subtraction tests, 74 per cent.; comprehending difficult questions, 71 per cent.; reconstructing dissected sentences, 71 per cent.; and Healy cross-line tests, 64 per cent. Two of low value were: Interpreting pictures, 6 per cent., and describing pictures, —2 per cent. The results of this experiment were compared with those of similar investigations. Some suggestions for future work with tests are given. Both studies show versatility in grouping results for bringing out the effects of different factors.

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*Studies in Animal Behavior.* S. J. HOLMES. Boston: Richard Badger. 1916. Pp. 266.

Professor Holmes has brought together the results of numerous studies. The essays are distinct, but together give a fairly connected account of our knowledge of animal behavior. The topics range from "The Instinct of Parental Care" to "The Mind of a Monkey," with accounts of such special subjects as tropisms, the death-feigning instinct, and recognition of sex.

Of particular interest to the psychologist and philosopher is his attitude to the continuity of evolution in behavior. In this he tends to retain the distinction made by Loeb between the simpler and higher forms. The lowest animals are explained by tropisms modified by special conditions while the higher require the assumption of association and the presence of ideas. He admits that earlier influences modify the responses of the simplest organisms, but insists that this is entirely different in its mechanism from the learning of the higher animals. How they are distinguished he does not say, but he says there is no sign of real learning in the protozoa. One may well question whether Holmes would find it easy to formulate in objective terms what the difference is, and a reference to the presence of ideas or even to the presence of a nervous system in one case and not in the other does not seem to be wholly sufficient.

In discussing the relation of pleasantness and unpleasantness to the learning process, Holmes criticizes Thorndike's explanation in terms of the behavior of neurones on the assumption that permeability of the synapses would depend in the last analysis upon the intensity of stimuli and that intensity and pleasantness are not closely correlated. Rather is pleasure correlated with quality or with the